

Abbott Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Abbott Middle School
Street	600 West 36th Avenue
City, State, Zip	San Mateo, CA 94403
Phone Number	(650) 312-7600
Principal	Paul Belzer
Email Address	pbelzerl@smfc.k12.ca.us
School Website	https://abbott.smfcsd.net
Grade Span	6-8
County-District-School (CDS) Code	41690396044796

2024-25 District Contact Information

District Name	San Mateo-Foster City School District
Phone Number	(650) 312-7700
Superintendent	Diego R. Ochoa
Email Address	diegochoa@smfcsd.net
District Website	www.smfcsd.net

2024-25 School Description and Mission Statement

Abbott Middle School opened in 1954 and was named after school board member Pansy Jewett Abbott. Her passion for teaching and education were hallmarks of her career. Abbott is continuing her legacy by prioritizing resources and school improvement efforts focused on academic achievement, equity, and student wellness in alignment with the SMFC District's Strategic Plan and the Abbott Single Plan for Student Achievement (SPSA). Abbott's overarching goal for student achievement is that all students will make measurable growth in mastering grade level proficiency on State Standards in a supportive, rigorous, and engaging school environment.

2024-25 School Description and Mission Statement

The school's instructional program emphasizes collaborative learning, academic and social belonging, academic discourse and communication, and critical thinking. Abbott strives to develop each student's character and citizenship, and to teach students how to live a healthy life and maintain positive relationships. The school community encourages students to make positive contributions to their communities and to enrich their lives by becoming active participants in their own education. Abbott has two advisory periods each week focused on supporting SEL and community building activities. Abbott was recognized as a Title 1 School in the Spring of 2024 and began receiving Title 1 funds in the 2024-2025 school year.

Our students are actively involved in a variety of academic and co curricular activities including Music, drama productions, student government and clubs, and numerous athletic teams. Our elected ASB along with Student Council meet regularly promoting ideas on how to create a more engaging atmosphere. The school encourages and supports active participation of parents and community organizations through activities such as the Parent Teacher Association (PTA), English Language Advisory Council (ELAC), and School Site Council (SSC). With a focus on positively engaging and supporting all members in our school community, Abbott remains committed to preparing every student for success by attracting and maintaining competent teachers, allocating financial resources to ensure successful accomplishment of the District's mission, and by providing a safe, nurturing learning environment. The Abbott staff and larger school community are committed to working collectively in support of student and school growth.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	233
Grade 7	248
Grade 8	217
Total Enrollment	698

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.6
Non-Binary	0.1
Asian	6
Black or African American	1
Filipino	3.7
Hispanic or Latino	62.3
Native Hawaiian or Pacific Islander	1.3
Two or More Races	8.9
White	16.2
English Learners	30.5
Foster Youth	0.1
Homeless	8.7
Socioeconomically Disadvantaged	57.6
Students with Disabilities	16.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.00	78.60	469.60	88.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	1.31	2.30	0.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.31	7.80	1.47	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	10.48	25.50	4.79	12115.80	4.41
Unknown/Incomplete/NA	3.10	8.28	27.50	5.17	18854.30	6.86
Total Teaching Positions	38.10	100.00	532.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.90	67.94	471.90	89.04	234405.20	84.00
Intern Credential Holders Properly Assigned	2.30	5.66	5.30	1.01	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	6.46	9.20	1.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	9.72	18.70	3.53	11953.10	4.28
Unknown/Incomplete/NA	4.20	10.20	24.80	4.68	15831.90	5.67
Total Teaching Positions	41.10	100.00	530.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.70	68.45	429.30	85.43	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	1.19	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.50	15.01	23.30	4.64	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	5.36	12.20	2.43	11746.90	4.23
Unknown/Incomplete/NA	4.80	11.14	31.60	6.30	14303.80	5.15
Total Teaching Positions	43.40	100.00	502.50	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	2
Misassignments	0.50	2.60	4.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.50	2.60	6.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.00	2.00	2
Local Assignment Options	2.00	2.00	0.3
Total Out-of-Field Teachers	4.00	4.00	2.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.70	6.9	10.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.80	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

In addition, SMFCSD implemented a supplemental phonemic awareness program, Heggerty in our TK-2 classrooms and Preventing Academic Failure (PAF) for reading in K-2.

Year and month in which the data were collected

January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The following textbooks and materials were adopted as indicated below: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011 English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017 (SMFC Board Adopted Grades 6-8, ELA , SAVVAS Learning Co., LLC, 2025 (SMFC Board Adopted 2024) Grades 6-8 ELD, iLit SAVVAS Learning Co., LLC, 2025 (SMFC Board Adopted 2024)	Yes	0
Mathematics	The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5 Zearn Mathematics, Ureka Math, 2016 (SMFC Board Adopted in 2020)	Yes	0

	Grades 6-8 Math Nation, Illustrative Math, 2013 (SMFC Board Adopted in 2020)		
Science	The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, OpenSciEd and Carolina Biological Supply Kendall Hunt (2021) (SMFC Board Adopted in 2022)	Yes	0
History-Social Science	The following textbooks and materials were adopted as indicated below: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 TCI-Teacher's Curriculum Institute, (2019) (SMFC Board Adopted, 2019)	Yes	0
Foreign Language	The following textbooks and materials were adopted by the District in 2003 for Grades 6-8: Spanish, Glencoe/McGraw Hill, Como Te Va French, Glencoe/McGraw Hill, Bon Voyage	Yes	0
Health	The following textbooks and materials were adopted by the District as indicated below: Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015) Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016) Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe, and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodians to provide a clean and hazard-free environment. All of our comprehensive Middle Schools and Foster City Elementary now have two-day custodians and multiple night custodians based on their enrollment. Some of the larger schools, particularly the middle schools, are staffed with one-day custodians and two or three-night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of January 2023 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020)

School Facility Conditions and Planned Improvements

and new gyms/locker rooms (completed in Summer 2021). Bayside Academy has a new gym and locker rooms, which was completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City, completed in Spring 2021. Measure X Phase II construction began last year for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. The final project of Measure X is the swapping of Fiesta Gardens and College Park campuses and the expansion of Fiesta Gardens to 8th grade with 7 new classrooms, a gym, and satellite administration space.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade. The first round of Measure T projects include new Multi-Purpose Rooms at four elementary schools, HVAC addition or replacement at 18 schools, grass replaced with synthetic turf at all schools, paving maintenance, and new drinking fountains with water bottle fillers district-wide.

Year and month of the most recent FIT report

January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Abbott portable classrooms - flooring remodel. Phase 2 of flooring was completed Summer 2024.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	35	41	55	55	46	47
Mathematics (grades 3-8 and 11)	23	29	51	50	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	702	680	96.87	3.13	41.47
Female	318	307	96.54	3.46	48.21
Male	383	373	97.39	2.61	35.92
American Indian or Alaska Native	0	0	0	0	0
Asian	44	41	93.18	6.82	70.73
Black or African American	--	--	--	--	--
Filipino	27	27	100.00	0.00	62.96
Hispanic or Latino	438	422	96.35	3.65	23.93
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	36.36
Two or More Races	66	65	98.48	1.52	72.31
White	110	108	98.18	1.82	76.85
English Learners	220	203	92.27	7.73	4.43
Foster Youth	--	--	--	--	--
Homeless	72	62	86.11	13.89	4.84
Military	48	48	100.00	0.00	20.83
Socioeconomically Disadvantaged	437	423	96.80	3.20	23.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	108	106	98.15	1.85	10.38

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	702	693	98.72	1.28	29.15
Female	318	313	98.43	1.57	29.07
Male	383	380	99.22	0.78	29.21
American Indian or Alaska Native	0	0	0	0	0
Asian	44	43	97.73	2.27	67.44
Black or African American	--	--	--	--	--
Filipino	27	27	100.00	0.00	40.74
Hispanic or Latino	438	434	99.09	0.91	14.75
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	--
Two or More Races	66	65	98.48	1.52	47.69
White	110	108	98.18	1.82	59.26
English Learners	220	217	98.64	1.36	1.84
Foster Youth	--	--	--	--	--
Homeless	72	69	95.83	4.17	7.25
Military	48	48	100.00	0.00	14.58
Socioeconomically Disadvantaged	437	432	98.86	1.14	12.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	108	105	97.22	2.78	6.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	25.65	30.56	44.90	45.29	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	223	221	99.10	0.90	29.86
Female	90	88	97.78	2.22	29.55
Male	133	133	100.00	0.00	30.08
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	140	99.29	0.71	12.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	56.25
White	39	38	97.44	2.56	60.53
English Learners	48	48	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	25	25	100.00	0.00	0.00
Military	16	16	100.00	0.00	6.25
Socioeconomically Disadvantaged	133	132	99.25	0.75	10.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	13.89

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	86.9%	95.2%	88.1%	89.3%	96.0%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parent Involvement Contact:

Name - Keshawn Womack, PTA President

Email - president@abbottpta.org

School Phone - (650) 312-7600

Abbott has an active PTA which has monthly Executive Board Meetings and quarterly Regular meetings and supports teachers, students, parents and school activities and programs. Abbott also has a School Site Council (SSC) consisting of twelve members that includes teachers, parents, staff and students. The English Language Advisory Committee (ELAC) meets a minimum of 6 times a year with meetings with parents of English Language Learners. Meetings are run primarily in Spanish and translation is provided when necessary. Abbott also organizes various parent nights such as Vape Education and/or Social Media Parent Education Night.

Many Abbott parents are invited and participate in other school activities, serving as volunteers during lunch time and at school events as well as sponsors of parent education events. Abbott communicates with students, parents and staff through its daily announcements, bulletins, weekly staff communication/faculty meetings, weekly parent communications and newsletters through Parent Square, and through the school website. Students and families have access to updated student performance through the AERIES student information system.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	733	722	181	25.1
Female	331	325	86	26.5
Male	401	396	94	23.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	44	3	6.8
Black or African American	--	--	--	--
Filipino	27	27	2	7.4
Hispanic or Latino	459	451	138	30.6
Native Hawaiian or Pacific Islander	13	12	8	66.7
Two or More Races	62	62	6	9.7
White	116	114	18	15.8
English Learners	236	232	79	34.1
Foster Youth	--	--	--	--
Homeless	76	74	32	43.2
Socioeconomically Disadvantaged	456	451	148	32.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	119	117	45	38.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.65	5.88	6	1.17	1.81	1.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.00	0.00
Female	6.34	0.00
Male	5.74	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.84	0.00
Native Hawaiian or Pacific Islander	7.69	0.00
Two or More Races	3.23	0.00
White	3.45	0.00
English Learners	10.59	0.00
Foster Youth	0.00	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged	7.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.56	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety, and

2024-25 School Safety Plan

lifelong learning) communicate the expectations for behavior to students, parents, teachers, and administrators and are updated and reviewed annually. The principals were developed to be consistent with the State Education Code, policies of the San Mateo-Foster City School District Board of Trustees, and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Each year, the District reviews all sites' Safety Plans to determine if all required components are included and to offer feedback and suggestions. Additionally, the CCSPs are reviewed and approved locally by the School Site Council prior to the SMFC Board of Trustees annual approval by March 1st annually.

California Education Code Section 32280 requires school fire evacuation as well as one practice lockdown drill. The District organizes two District-wide drills each year, using different scenarios to ensure the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover, and Hold On, Lockdown/Barricade and Evacuation) are in place, reviewed and practiced at each district location. Some practice drills will involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff. We also continue to build and expand our relationship with our first responders of the SM-FC Consolidated Police and Fire. Multiple opportunities for CPR, First Aid, and AED Training are provided annually for all district staff.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	10	16	
Mathematics	24	5	16	
Science	27		18	
Social Science	26		19	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	15	14	
Mathematics	23	7	13	
Science	26	1	17	
Social Science	24	6	14	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	7	20	
Mathematics	20	16	10	
Science	24	5	13	1
Social Science	22	8	15	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	174.5

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11530	3921	7609	91962
District	N/A	N/A	11803	\$96,707
Percent Difference - School Site and District	N/A	N/A	-43.2	-5.0
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-34.4	-4.6

Fiscal Year 2023-24 Types of Services Funded

Types of Services Funded (Fiscal Year 2017-2024)

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists). In the 2023-2024 The District has added more positions to support students and families, including: mental health clinicians, more counselors and Community Service Specialists.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,660	\$58,553
Mid-Range Teacher Salary	\$93,771	\$93,924
Highest Teacher Salary	\$119,247	\$119,489
Average Principal Salary (Elementary)	\$175,640	\$149,898
Average Principal Salary (Middle)	\$177,306	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$291,500	\$270,432
Percent of Budget for Teacher Salaries	31.29	31.93
Percent of Budget for Administrative Salaries	6.14	5.62

Professional Development

Professional Development – 2022-23, 2023-24, 2024-25

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through optional days in the summer, three embedded professional development days during the school year, and other scheduled release times. Our primary focus for professional development is aligned to our District's Five Year Strategic Plan. The Strategic Plan was developed in collaboration with a variety of stakeholder groups, using current student academic, equity and wellness data to inform our professional learning needs.

Professional Development is differentiated by grade level spans and job roles in the areas of academics, student wellness and equity strategies. Throughout this school year, staff engage in a continuous content thread that is intended to give depth to professional development and not keep "adding new". Professional learning opportunities integrate content development and research-based instructional and assessment practices to meet the needs of all learners, specifically Multilingual Learners, Students with Disabilities and students from economically struggling families (SED).

In addition, beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3